



# Lunenburg Public Schools

Loxi Jo Calmes  
Superintendent of Schools

SCHOOL COMMITTEE MEETING  
Wednesday, March 7, 2012  
Town Hall – 7:00 p.m.

## Minutes

### School Committee

David Reif  
Gregory Berthiaume  
Michael Mackin  
Donna White  
Colleen Shapiro

Superintendent  
Loxi Jo Calmes

Recording Secretary  
Mary Landi

Student Representative  
Emma Degrace

### Guests

Christine Bonci, Karen Martin, Sara Lane, Timothy Santry, Elaine Blaisdell,  
Joseph Dillon, Brian Spadafino, John Londa, Tammy Yourk, Pete McCauliff

- 
- \* Call to Order – Dr. Reif called the meeting to order at 7:02 p.m.
  - \* Chairman's Report – Dr. Reif addressed the article that was in one of the newspaper this morning. The accuracy of the article and the headline was not the feeling of the union; it was taken out of context. That was not the intent of the union; the group is looking to meet for a path of resolution sooner rather than later.
  - \* Review and Approve Minutes
    - February 15, 2012 Regular Session Minutes – Approved by Dr. Reif.
    - February 15, 2012 Executive Session Minutes – Approved by Dr. Reif.
  - \* Review and Approve Warrants – There were two line item transfers, both of which were recommended for approval by the superintendent.
  - \* Superintendent's Report – Superintendent Calmes thanked everyone who came out for the recent LHS principal public forum. It was good to see so many people coming out at such a critical time.
  - \* Student Report – Ms. Degrace reported:
    - Derek Booth has been named a National Merit Scholarship Finalist.
    - Two juniors scored in the top ten percent of the Chemistry Olympiad.
    - The jazz band will be competing at the University of NH on Saturday.
    - The girls basketball team made it to the semifinals this season.
  - \* New Business  
Action
    - a. Student Travel
      - Student Council Leadership Conference at the Cape – Mr. Spadafino requested approval for the trip, which began today.

- France/Spain – Mr. Spadafino requested final approval of the trip, which will take place in April.

Superintendent Calmes recommended approval of both. Ms. Shapiro moved and Ms. White seconded a motion to accept the superintendent's recommendation. Vote: unanimous.

Dr. Berthiaume said he would like to invite the advisors for the trip that left today to come and share any changes they would like to see in the policy to make it more clear about how we go about approving trips in the district.

- Ms. Tammy Yourk requested approval for students to attend the State Latin Convention at Barnstable High School from April 27 to April 29, 2012. The cost is \$175 per student plus the cost for the bus. Superintendent Calmes recommended approval. Mr. Mackin moved and Ms. Shapiro seconded a motion to accept the superintendent's recommendation. Vote: unanimous.
- Ms. Yourk also requested initial approval for Latin students to go to Italy during April vacation 2013. They would miss one day of school. Cost is \$3,348 if registered by April 1. Explorica is the company they are using. Superintendent Calmes recommended initial approval. Mr. Mackin moved and Ms. White seconded a motion to accept the superintendent's recommendation. Vote: unanimous.

\* Old Business  
Discussion

- FY13 Budget - Specific Reductions, Proposed Fees, Impact Statements – Superintendent Calmes welcomed everyone and thanked her administrative team for their hard work in articulating what kind of impact these devastating reductions will have on our students. She articulated the details on the bleak picture for the schools and the students. Every student in every classroom will feel the effects. Reductions in personnel, funding for materials/supplies, grant applications. Ms. Bonci read her impact statement and outlined the reductions and cuts she has recommended if the override does not pass. Dr. Lane read her impact statement and outlined the reductions and cuts she has recommended. Mr. Santry read his impact statement and outlined the reductions and cuts he has proposed and how those cuts will affect Turkey Hill Middle School. Mr. Dillon spoke about the impacts that will be made to the high school with the proposed budget cuts. All principals addressed the drastic changes that will be seen. Students will be the victims of the budget cuts. Mr. Pete McCauliff talked about the athletic program, the user fees (which will be increased from \$185 to \$210), waiver requests, and the reduction of athletic schedules. Mr. John Londa addressed the impact in terms of building and grounds maintenance and facilities. The reduction in the budget will lead to a fairly rapid decline in building maintenance; personal injury; air quality/ventilation issues, less cleaning, less frequent inspections, potential loss of up to 2% reimbursement from MSBA; staff cuts; and the elimination of capital equipment in FY13. In short, it will not be possible to properly care for the schools with the proposed budget. Superintendent Calmes said there will be an increase in user fees; an increase in school lunch fees by 25 cents per meal; a new bus fee of \$180/year with a family maximum of \$500. Superintendent Calmes stressed the importance of

There was further discussion on the situation we're in with the budget. Dr. Berthiaume encouraged everyone to get engaged. Cyndy Daukantas has taken on the leadership role of the Advocacy Group that was recently formed.

Ms. Daukantas addressed the committee. She talked about the work being done by the Lunenburg Citizens for Fiscal Responsibility; they are working diligently to get the override passed, which will solve the whole town's fiscal problems – not just the school's. We must show the children of the community that we care.

Dana Belair – Technology teacher at TCP and THMS. Mr. Belair spoke out against cutting the technology program at the schools.

Ned Pratt – 1024 Massachusetts Avenue. Mr. Pratt stated he and his family moved to Lunenburg in 1999 for the schools. He feels the students in Lunenburg get a private school education in a public school setting. We must take care of our own and focus on the students and what they can achieve.

Dr. Reif talked about the commitment of

\* New Business (continued)

- b. Richard A. Stachowicz Court – Superintendent Calmes received a recommendation from Mr. Dillon and the LHS School Council, and she in turn recommended that the court at LHS memorial gymnasium be named the Richard A. Stachowicz Court at Memorial Gymnasium, with a scoring table, which would be transferable. Superintendent Calmes gave some background on Dick Stachowicz, former teacher and coach at LHS. Mr. Mackin moved and Ms. Shapiro seconded a motion to approve the superintendent's recommendation. Mr. McCauliff spoke in support of the naming of the court. He clarified that the table is not being purchased by the schools; it is being donated by the Stachowicz family. Vote: unanimous. The committee expressed its great appreciation to the Stachowicz family and the School Council.
- c. Submission of Warrant Article for 2 ½ override – Dr. Berthiaume moved and Mr. Mackin seconded a motion that the school committee vote to recommend the Board of Selectmen place on the town meeting warrant for this coming May a prop 2 ½ override for 2.2 million. The goal is not to get through just one year. This would allow the schools to operate at the current level of service for at least five years. Services for the community as well as the schools would be supported with this override. Vote: unanimous.
- d. First Reading: Revised and New Policies – Section 1000, Acceptable Use – Superintendent Calmes reviewed the policy changes as well as the new policies. Some are updates based on legal changes or name changes. She spoke more in depth around the visitor policy. Updates are included in the student acceptable use policy for technology/computers. There is also an electronics communication policy for staff. All policies will be posted and available for public comment. Mr. Mackin moved and Ms. Shapiro seconded a motion to waive the first reading of the policies just discussed. Vote: unanimous.

- \* Public Comment – Jessica Frank, 449 Lancaster Avenue, asked what \$2.2 million equates to in terms of additional taxes for Lunenburg residents. Dr. Berthiaume replied that it is approximately 12 percent. Superintendent Calmes reminded everyone that the Feasibility Study will be brought forward at Town Meeting this May and then the larger building article would come before the voters in May of 2014. If the override passes at Town Meeting, it will then go to a ballot vote a couple of weeks later.

Brandon Kibbe, 146 Rolling Aces Road – Mr. Kibbe asked if it is a majority vote or 2/3 vote needed at Town Meeting and the ballots to pass the override. The committee replied it is a simple majority vote needed.

\* Reports

- a. Advisory Committee - Reconfiguration
- b. Finance Committee
- c. School Councils
- d. PTO
- e. Policy Sub-Committee
- f. Capital Planning Committee
- g. Health Advisory Committee
- h. PAC/SAL
- i. Regional Planning Committee
- j. Rep. Benson's Advisory
- k. Other

\* Continuing Projects/Estimated Date of Completion

\* Items for Future Discussion

- Workshop Sessions
- Facilities Use Procedure
- Civic Engagement

- \* Executive Session - M.G.L. Chapter 39, Section 23B [3] To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the government's bargaining or litigating position. At 8:47 p.m., Mr. Mackin moved and Ms. Shapiro seconded a motion to enter into executive session, not to return to regular session, for the purpose of discussing strategy with respect to collective bargaining. Vote: unanimous.

Roll Call

Dr. Reif – yes  
 Dr. Berthiaume – yes  
 Mr. Mackin – yes  
 Ms. Shapiro – yes  
 Ms. White – yes

- \* Adjournment – At 9:22 p.m., Mr. Mackin moved and Ms. Shapiro seconded a motion to adjourn regular session. Vote: unanimous.

Respectfully Submitted,

*Mary Landi*

Mary E. Landi  
 Recording Secretary

c/5/27/17/mel

**APPROVED**

Lunenburg School Committee

Date: 4-4-12

ML  
 Initials

### **Impact Statement due to reductions of a Special Educator and instructional tutors at the Lunenburg Primary School**

The vision statement of the Lunenburg Public School states that we "pride ourselves on excellence" that we "provide a child-centered environment that challenges all learners to achieve to their highest potential". It further states that we can only accomplish this "through a partnership with a supportive community." In my role as principal I will need to make decisions that are going to affect everyone in the learning environment, but most significantly our students. We currently have 355 students in Grades K – 2. We have 5 classroom teachers at each grade level, a special educator at each grade level and two instructional tutors in Grades 1 and 2. Staff at our school embraces an inclusive philosophy that supports all learners, not just students with disabilities. Our Special Educators and tutors help general educators create flexible grouping, differentiation and personalized learning by collecting and reviewing data systematically throughout the school year and providing in class support and in many cases, co-teaching. Benchmarking and progress monitoring our students are the cornerstones of our tiered system of interventions – an essential requirement of Response to Intervention (RTI) – *what will we do when children don't learn*. We need to know where the students are in order to bring them to higher levels. Our Special Educators and support staff work closely with the general education staff to accomplish this work. In addition, they work as consultants to the general educator and provide the needed support to differentiate the curriculum, develop effective strategies, and help to create smaller, more flexible groups to meet the needs of a diverse population. Reducing a Special Educator and 2 tutors will impact ALL learners at each of the grade levels in the areas of inclusive practices, co-teaching and Response to Intervention (RTI). The student to teacher ratio will increase from 16:1 to 22:1 or higher as the two remaining Special Educators and tutors will have responsibility for three grade levels, rather than one. Their caseload will increase (which includes additional assessments and testing, meetings and writing of Individual Education Plans (IEPs), hence decreasing the amount of time for direct intervention and instructional services, benchmarking and progress monitoring. This will result in general education teachers changing the way they instruct. Students will need to be pulled out for services rather than included in the general education classrooms with their peers. We have made enormous strides in this area since 2005 and now risk returning to an outdated methodology that research points to as having poor results in the long term. In order to meet the ever changing needs of our students (academic, as well as social/emotional) it is crucial that we maintain the level of service that will help our students reach their potential. We know that ALL students are capable of learning and are entitled to instructional excellence.

### **Impact Statement due to reduction of the Music Program**

All students have talents and can excel. This is just one of the many guiding beliefs of this school district. The Music program here in Lunenburg speaks for itself! Music affects the way students learn and helps them learn to focus. It offers students another way to demonstrate and integrate learning and have fun at the same time! It is considered one of the "other" intelligences. School districts across the commonwealth have cut the fine arts programs throughout the years. It seems that it is one of the first places Principals look to cut when faced with difficult budget decisions. Lunenburg has never looked at it that way. Although there have been reductions in the Arts since my tenure began in 2005, we have

fought to provide and maintain a quality program in both Art and Music education. One need only attend one of the many performances throughout the district to understand the passion there is in this community for the Music Program. Sadly, chorus has become an afterschool program for our Elementary students when just 5 years ago there were two choruses at the school. Statistics from a nationwide survey by the Gallup organization show that, "95% percent of Americans believe that music is a key-component in a child's well-rounded education, 80% percent of respondents agreed that music makes the participants smarter; 78% believe that learning a musical instrument helps students perform better in other subject areas; and 88% believe participation in music helps teach children discipline", it is apparent that music and art programs in schools are crucial in children's education. You might ask why I chose to recommend Music and not another program. The answer is that we have nowhere else to go. Do we cut Art or Library or Guidance services? All are fundamental and essential to meet the needs of our students. I do not know how we will provide the well-rounded education our students are entitled to by making these reductions.

### **Impact Statement due to reduction of Lexia Program**

This is the first year that we have used the web-enabled version of the software. Lexia is providing differentiated practice, embedded assessment and targeted instruction for our students school-wide and has been for over 10 years. Lexia is the breakthrough in reading education that provides a research-proven method for students to acquire foundational reading skills. It's norm-referenced, embedded assessment—providing a prediction of student outcomes and prescriptions of intensity of instruction—all without interrupting the flow of instruction to administer a test. It provides the necessary practice in order to allow teachers to spend more time teaching, students to spend more time learning, and where all students' reading skills are improved. Eliminating Lexia could potentially jeopardize the successful acquisition of early reading skills and significantly reduce our ability to provide proven interventions for all beginning readers.

### **Potential reduction of Library aide and its impact**

Cutting the Library aide would necessitate shifting the responsibilities of managing the vast collection, conducting research with and for students/teachers and checking out books to Mrs. MacDougall. This would significantly change how the Library program is managed, reducing the time that students spend on activities that increase literacy. Although she does a wonderful job of managing and integrating two positions in our school (Art and Library), Mrs. MacDougall would be handling more management activities rather than interacting with students, collaborating with teachers or teaching research and literacy skills.

## **Impact of Budget Cuts at Thomas C. Passios Elementary School for FY' 2013**

### **Proposed Cuts:**

1. One special services teacher
2. One special services tutor
3. One half-time technology teacher

### **Impact:**

#### **1. Loss of one Special Services Teacher**

- Increase of IEP case load for other Special Educators from 21 to 31 (previous with three teachers:  $62/3=20\%$ ; proposed with two teachers  $62/2=31$ )
  - Increase in time spent on completing evaluation tasks (writing, amending, maintaining) as mandated by state and federal law; thus, diminishing time providing directed instruction and support for all students in the inclusion classroom not just special services students
  - Increase in the number of meetings to attend with parents and teachers
  - Increase in the time required to prepare progress monitoring reports
- Negative impact on the inclusion model, flexible grouping for high end learners as well as struggling learners, co-teaching, in-class monitoring and support (previous with three teachers:  $38/3=12\%$ ; proposed with two teachers  $38/2=19$ )
- Content area teachers will have increased responsibilities for meeting the needs of all students (disabled as well as non-disabled) without the assistance of the special education teacher in their classroom

#### **2. Loss of half-time technology teacher**

- Students will no longer have access to 21st century technology skills through directed instruction with a certified technology teacher in topics such as Internet safety, keyboarding, word processing, spread sheets, and presentations
- MCAS technology standards in the 5<sup>th</sup> grade Science and Technology test will need to be addressed by content area teachers who may not possess the requisite skills or background knowledge
- The TCP Specials Block would no longer be viable due to the loss of technology thereby impacting the master schedule and reducing teacher meeting and common planning times

#### **3. Loss of a classroom tutor**

- Increase of student-teacher ratio resulting in teachers, tutors, and aides being responsible for more students
- With increased load and demands, the Research Skills class previously taught by the tutors will have to be discontinued

#### **4. Elimination of Common Planning Time**

- Teachers will no longer be able to plan together, collaborate on assignments, and share best practices during the school day
- Common planning is an essential component of effective schools that fosters teaching, learning, effective classroom management, and building meaningful relationships. Loss of common planning time negatively impacts the ability of teachers to plan ways to integrate the curriculum, analyze assessment data, examine student work, discuss current research, and reflect on the effectiveness of instructional approaches being used.

#### **5. Loss of one teacher and one tutor will increase the size of Power Block sections**

- Power Block was instrumental in TCP making AYP because it addressed the specific learning needs of students in directed small group instruction. Less teachers and aides will increase size of directed instruction small groups and reduce the effectiveness of the program.

#### **6. Decrease in supplies and materials budget**

- Bare bones budget for supplies will result in a reduction of resources and materials available for students to access and support learning

#### **7. Social Emotional Ramifications**

- Reduction in staff will result in a lessening of building personal relationship and trust
- Decrease in staff will reduce personalized attention



### Impact of Budget Cuts at Thomas C. Passios Elementary School for FY' 2013

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Population</b>	Student – teacher ratio <u>Grade 3</u> 25:1 or 26:1 <u>Grade 4</u> 23:1 <u>Grade 5</u> 22:1	371 students 16 classrooms Average class size 23	393 students 18 classrooms Average class size 22	388 students 18 classrooms Average class size 22	365 students 16 classrooms Average class size 23	358 students 15 classrooms Average class size 24	354 students (based on enrollment 3/1/2012) 15 classrooms Average class size (projected) 24
<b>Reductions</b>					Cut classroom teacher in Grade 3 and in Grade 4	Cut one grade 5 teacher Limited hiring of substitutes	Cut one special services teacher Cut one special services tutor Cut one half-time technology teacher Eliminate Common Planning Time Terminate Research Skills Class
<b>Restorations /Increases</b>		Tutoring positions in grades 3 and 5	Additional Classroom Teacher in Grade 4 and in Grade 5		Hiring of two part-time tutors for Power Blocks		
<b>Budget</b>			Budget Freeze	Budget Freeze	Budget Freeze	Budget freeze	
<b>New and Ongoing Initiatives</b>	Co-teaching UbD Results Literacy (Jr. Great Books) GEMS curriculum Rules & Logical Consequences Anti-Bullying Contract Pyramid of Success	Co-teaching UbD Results Literacy (Jr. Great Books) Responsive Classroom Rules & Logical Consequences Pyramid of Success Friendship Club	Response to Intervention (RTI) Literacy (Jr. Great Books) Word Study Community Service Learning Technology Integration Responsive Classroom Rules & Logical Consequences Schooling by Design Pyramid of Success Response to Reading Intervention	Junior Great Books Literacy Inclusive Practices GEMS Curriculum Responsive Classroom Pyramid of Success Response to Reading Intervention Responsive Classroom	Mantra: "Good Enough is NOT Good Enough...Strive for Excellence" Trifecta: • Study Island • Project Based Learning • Power Blocks Responsive Classroom Junior Great Books	Response to Intervention (RTI) Teacher Support Team (TST) Establishment of a Research Skills Class Responsive Classroom Junior Great Books Trifecta (tweaked): • Study Island • Project Based Learning • Power Blocks	
<b>Firsts</b>	Standards Based Report Cards	Handicapped Ramp Installed	TCP Constitution All-School Meetings Lexia Symphony Math	Principal's Council Recycling Math Essentials Fraction Attraction	Summer Adventures Program Brain Gym ELA Day Math Day School Spirit Days	Electronic Standards-Based Report Cards Common Planning R.E.D. (Read Every Day Program Reduce/Reuse/Recycle Program	
<b>Milestones</b>		New security system Two way radios purchased for communication New lighting New bulletin boards	Pick-A-Time New Cafeteria Tables	Empty Bowls C.A.R.E.S. Mix It Up Lunch Days MealPay New library opened	TCP Makes Adequate Yearly Progress (AYP) in student growth in the aggregate as well as in all subgroups and is recognized as a Commendation School by D.E.S.E.	PowerSchool	

## Impact of the reductions of the FY'13 School Budget

The chart illustrates the history of reductions, shared faculty members (in Full Time Equivalents FTE) reduction in middle school team sport opportunities and enrollment for Turkey Hill Middle School over the past five fiscal years.

### Turkey Hill Middle School

Enrollment	FY 09 398	FY 10 402	FY 11 385	FY 12 384	FY 13 389
Foreign Language Teachers	2.0	1.5	1.2*	1.0*	1.0*
Special Area Teachers	4.8*	4.8*	3.8**	4.0**	2.8**
Guidance	1.5**	1.5**	1.5**	1.5**	1.5**
Classroom Teachers	18	18	17.4	17.0**	16.2
Spec. Ed. Teachers	4	4	4	4	3
Administration	2	2	1	1	1
Sports	4	3	3	1	1
<b>TOTALS 21% reduction</b>	<b>32.3</b>	<b>31.8</b>	<b>28.9</b>	<b>28.5</b>	<b>25.5</b>

\* = shared with High School

\*\* = shared with Elementary School

## **FY 2013 Proposed budget cuts**

### **Reduction of a special education teacher**

#### **Impact:**

- Special education teacher caseloads will increase from approximately 18-20 to 30-31
- Significantly increases time spent on completing evaluations as mandated by state and federal law; thus, decreasing instructional time with students in the classroom
- Content area teachers will have a dramatically increased responsibility for meeting the needs of both students with and without disabilities and without the benefit of special education teachers in their classrooms
- This greatly restricts the content area teacher's ability to provide flexible groupings for high end learners and struggling learners
- Eliminates the co teaching model of instruction where two licensed educators share student responsibilities in the classroom

### **Reduction of a grade six teacher (Level Service)**

#### **Impact:**

- Interdisciplinary teams will have to be reconfigured to encompass one team of two teachers and one team of three teachers with reduced special education support and classroom teacher expertise
- Reduction in faculty for a traditionally difficult transitional time for all students (grade 5 to 6)

### **Reduction of half time technology/ engineering teacher**

#### **Impact:**

- Reduces the services we provide to all students in preparing and providing the expertise they need to thrive in a technology based society as well as teaching important concepts as internet safety, keyboarding and use of programs such as *power point and excel*
- Reduces the support provided for the engineering piece of the curriculum for grade eight Science and MCAS testing
- Increases classroom teacher responsibility to incorporate technology skill building into the classroom
- Reduction at the specialist level also restricts our ability to provide teacher preparation time and eliminates common planning time during the school day; a reduction of common planning time of this proportion has not been seen at the middle school level
- Common planning time one of the pillars in which a successful middle school philosophy is built

### **The equivalent of a reduction of a full time physical education/health teacher**

#### **Impact:**

- The sharing of the physical education/health teachers with the elementary school will eliminate our ability to provide health specific instruction separate from physical education classes to each grade level as we do now
- Health classes are critical to early adolescents at the middle school level in order to develop an understanding of human development, changes of adolescents
- It reduces our ability to educate around anti-bullying, nutrition and healthy choices and healthy decision making

- Reduces the ability to provide preparation and common planning time to teachers in the building

- **Reduction of \$10,000 of supplies and materials**

**Impact:**

The reduction decreases the amount of resources and materials allocated for students to access and supplement the curriculum

## Budget Impact Statements

### Lunenburg High School

1. Greenhouse Manager – a unique academic and community program will be eliminated – fewer options for students to engage in hands-on academic experience.  
Loss of 2 sections of Horticulture I directly impacts between 24 - 30 LHS students.  
Over the years, LHS students have received awards at the Annual Spring Flower Show in Boston and this program was a commendation in the NEASC report of 2010.
2. Elimination of the Technology Education Program and all of the 6 elective offerings. The loss of 9 sections directly impacts 120 LHS students. These hands-on programs currently enroll students from across grades 9-12 from all ability levels.
3. .4 School Adjustment Counselor – loss of a key support person to the SST team.  
Currently the number of students at LHS who are at risk are greater and require more intensive interventions than in the past. With fewer resources meeting the needs of those students will be difficult.
4. RTI – will derail the progress made over the last 6 months  
A structured program with a range of interventions will lose a key component and will directly impact our most vulnerable population.
5. .5 Custodian – maintenance and cleanliness of the school will decline
6. Study Hall Tutor/Peer Tutor Coordinator – another RTI resource eliminated and common planning time for teachers will also be eliminated. Common planning time was used by teachers to review and revise departmental curriculum, and to develop common assessments as well as interdisciplinary units.  
The NEASC report commended Lunenburg High School for providing common planning time and cited Lunenburg High School for its lack of interdisciplinary opportunities.
7. Special Education Aide – a key support person to our most at-risk population will be eliminated
8. Operating Budget – LHS will be operating on a bare bones operating budget – needed items will not be replaced (science equipment) new equipment to support programmatic changes (art and science) will not be purchased and updated technology tools will not be purchased (math and foreign language).  
The NEASC report cited Lunenburg High School for having a lack of adequate technology for the students. In addition, the commission cited Lunenburg High School in the area of maintenance, repair and replacement of classroom equipment needed to deliver instruction.

## **Impact Statement - Facilities**

The proposed reductions to the School Maintenance budget will cause the school buildings to begin a fairly rapid decline in condition due to a lack of maintenance. This decline will have three primary impacts.

**Personal Injury** Risk of personal injury will rise as repair will not be completed in a timely manner. The risk will not necessarily be very obvious but it will nonetheless. The maintenance of mechanical equipment will suffer which will tend to impact air quality and ventilation, less cleaning will result in higher chances of illness to staff and students, frequency of inspections on indoor and outdoor bleachers, playgrounds, reduced fire safety corrections will in more violations and the higher risk that an event would occur that will cause liability.

**Equipment Damage** Equipment that requires preventative maintenance will not be serviced in a timely manner which may cause long term damage to the equipment which may result in wasting the funds in the long term for maintaining of the buildings. Other items will unfortunately be allowed to stay broken due to the lack of funds to repair them. Small roof leaks will be tolerated which will cause potential damage to asbestos, ceilings, and concern about mold.

**Loss of Funds** Loss of the 2% reimbursement funds for an excellent maintenance program under the Massachusetts School Building Authority. The reimbursement rate is scaled so a town could earn up to 2% which on a \$35M project would be \$700,000. The proposed cuts would likely reduce the reimbursement to near zero as the proposed cuts are so radical that all maintenance programs would be reactive, without standards, and non-supportive of the learning environment.

The proposed cuts to personnel are severe, the evening staff that does the bulk of the cleaning of the building will be reduced by 23%, the impact is hard to understand because we are not able to cut support to programs only the quality of the support. We do not understand the ripple effects of the cuts but it is clear that we will have little to no flexibility in the care of the buildings and support. Maintenance workers and likely the Director of Facilities will frequently have to fill in for the custodial staff absences. Early closure of buildings due to a lack of custodial staff will likely be common.

The proposed cuts of \$61,000 in materials will result in the following impacts.

- A. Eliminate all school department capital improvement in FY 13 items specifically cut are:
  - 1. Cancellation of installation a Kitchen Fire suppression system that per Lunenburg Fire Department is mandated by state fire regulations (\$6,000)
  - 2. Replacement of upholstered chairs that do not meet fire code. (\$8,600)
  - 3. Replacement folding chairs for the district which will require the continued use of old folding chairs that are experiencing a high failure rate risking the

liability of personal injury to users or the expenditure for rental chairs for large scale events. (\$6,500)

- B. Reduction in funds for grounds maintenance \$3,600, reduction in funds for emergency expenditure -\$2500, add to the risk that the budget for maintenance will be insufficient to fund all required repairs.

### **Conclusion**

The proposed reductions will return the school maintenance effort to pre 1995 staffing levels with an additional 50,000 SF and 12 acres to care for. Raising revenue to facilities users has been proposed by the Director of Facilities to raise \$30,000 to help pay for out sourcing grounds maintenance. In short, the proposed budget will result in a broken school maintenance system which will be poorly received by all building users resulting in a very high frustration level for all users.